

ACCURACY VS FLUENCY: BALANCE PROBLEM IN DEVELOPING ENGLISH SPEAKING IN HIGHER EDUCATION

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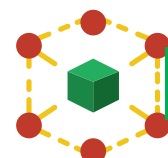
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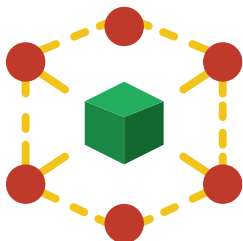
Annotatsiya: Ushbu maqola oliy ta'lim muassasalarida ingliz tili darslarida nutqiy aniqlik va ravonlik o'rtasidagi muvozanatni ta'minlash muammolariga bag'ishlangan. Tadqiqotda talabalarning muloqot jarayonidagi tutilishlari va grammatik xatolari tahlil qilinadi. Muallif ushbu muvozanatni tiklashda Vazifaga asoslangan ta'lim (Task-Based Learning) va Fan va tilni integratsiyalashgan holda o'qitish (SLIL) metodlarining samaradorligini asoslab beradi. Maqolada ushbu metodlar orqali talabalarda ham texnik bexatolik, ham erkin so'zlashuv ko'nikmalarini teng shakllantirish bo'yicha amaliy tavsiyalar keltirilgan.

Kalit so'zlar: Oliy ta'lim, ingliz tili o'qitish metodikasi, nutqiy aniqlik (accuracy), nutqiy ravonlik (fluency), muvozanat strategiyalari, kommunikativ kompetensiya, Vazifaga asoslangan ta'lim (TBL), SLIL (Fan va til integratsiyasi), kognitiv yuklama, nutqiy xatolar tahlili, muloqotdagi to'siqlar, talaba markazlashgan ta'lim, interaktiv metodlar, pedagogik korreksiya.

Аннотация: Данная статья посвящена проблемам обеспечения баланса между речевой точностью и беглостью на уроках английского языка в высших учебных заведениях. В исследовании анализируются задержки и грамматические ошибки учащихся в процессе общения. Данная статья посвящена проблемам обеспечения баланса между речевой точностью и беглостью на уроках английского языка в высших учебных заведениях. В исследовании анализируются задержки и грамматические ошибки учащихся в процессе общения. Автор обосновывает эффективность методов обучения на основе задач (Task-based Learning) и обучения с интеграцией темы и языка (SLIL) в восстановлении этого баланса. В статье даны практические рекомендации, как с помощью этих методов удвоить у учащихся как техническую безошибочность, так и навыки беглости речи.

Ключевые слова: Высшее образование, методика обучения английскому языку, точность речи (осведомленность), беглость речи (fluency), стратегии баланса, коммуникативная компетентность, обучение на основе задач (TBL), SLIL (интеграция темы и языка),





КОГНИТИВНАЯ НАГРУЗКА, АНАЛИЗ РЕЧЕВЫХ ОШИБОК, КОММУНИКАТИВНЫЕ БАРЬЕРЫ, ЦЕНТРАЛИЗОВАННОЕ ОБУЧЕНИЕ УЧАЩИХСЯ, ИНТЕРАКТИВНЫЕ МЕТОДЫ, ПЕДАГОГИЧЕСКИЕ НАВЫКИ И Т. Д. КОРРЕКЦИЯ.

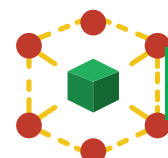
Annotation: This article is devoted to the problems of ensuring the balance between speech accuracy and fluency in English classes in higher education institutions. The study analyzes student difficulties and grammatical errors in the communication process. This article is devoted to the problems of ensuring the balance between speech accuracy and fluency in English classes in higher education institutions. The author explains the effectiveness of task-based learning (TBL) and subject and language integrated learning (SLIL) techniques in restoring this balance. The article provides practical recommendations for the formation of both technical infallibility and fluent speech skills in students by means of these methods.

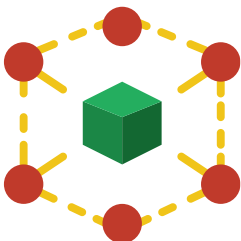
Keywords: Higher education, English teaching methodology, accuracy, fluency, balance strategies, communicative competence, task-based education (TBL), SLIL (subject and language integration), cognitive load, speech error analysis, barriers to communication, student centered education, interactive methods, pedagogical correction.

Introduction. In today's era of globalization, the main goal of teaching English in higher education institutions is not only to teach grammatical rules, but also to form communicative competence that can make students competitive in the international labor market. However, many students face a double challenge in the speech process: the imbalance between the accuracy of speech and its fluency. This equilibrium problem arises as a result of a "clash" between language learners. Typically, while traditional teaching methods emphasize grammatical accuracy and evoke a complex of "fear of making mistakes" in students, some communicative approaches can undermine the structural quality of language by focusing too much on fluency. Modern methodology offers approaches to address this problem such as task-Based learning (TBL) and subject and language integrated teaching (SLIL).

Within TBL, students use language as a natural means of communication by completing a specific life task, which increases fluency. At the same time, the possibility of working on accuracy at the post-task analysis stage remains. The SLIL methodology, on the other hand, presents language not as a separate discipline, but as a weapon of professional knowledge acquisition, which helps to Overcome speech barriers by increasing the cognitive activities of the students.

The purpose of this article is to study the pedagogical conditions for ensuring the balance of accuracy and fluency in the development of speech skills of students of the higher education and to scientifically substantiate the effectiveness of the TBL and SLIL methods in this process.





Main part.

1. Theoretical foundations of the concepts of Accuracy and Fluency

In the study of a foreign language, the concepts of “accuracy” and “fluency” are considered from the main categories of language teaching methodology. Accuracy refers to a student's ability to produce speech that is grammatically correct, consistent with lexical and phonetic norms, while fluency refers to the ability to use language units in a free, fast, and dialogue-oriented manner. While these two components are complementary, maintaining their balance in practice manifests as a complex pedagogical problem.

Accuracy is a priority in traditional language teaching approaches, with grammatical rules, sentence structures, and error-free speech development as the primary goal. However, with the development of the communicative approach, fluency, the ability to access free communication, began to be considered as an important indicator of language learning. Finding a balance between these two approaches in higher education setting remains a pressing issue.

2. Problems in the formation of speech competence of students studying English in higher education institutions often seek to compose a grammatically correct sentence, but have difficulty expressing their thoughts freely in the process of real communication. The main reason for this is the fear of making mistakes, constant corrections by the teacher and excessive attention to accuracy during the assessment process.

As a result of fluency's inadequate development, students can become passive knowledge holders. Although they know grammatical rules, they show a sluggishness in the use of this knowledge in the spontaneous speech process. This condition is especially evident during seminar sessions, discussions and presentations.

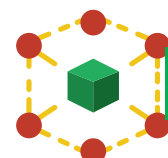
3. Negative consequences of excessive attention to accuracy

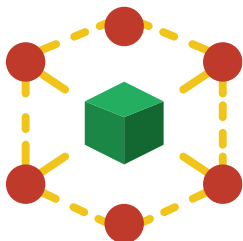
In English classes in higher education, a purely accuracy-oriented approach produces a number of negative consequences. First of all, students feel the feeling of being under constant control during the speech. This increases their psychological barriers and reduces their desire to engage in communication.

Also, the immediate correction of each error disrupts the student's speech flow and prevents fluency from developing. Research suggests that in the early stages of language learning, meaning delivery should prevail over form. Otherwise, students can become perfect, but passive speech holders.

4. Importance of fluency development

Fluency is a central element of communicative competence in language learning. The student's ability to express his or her opinion continuously, logically, and at sufficient speed satisfies his or her real-life language needs. Higher education graduates, on the other hand, require just such competence.





Fluency-oriented activities increase students' confidence in language, encourage them to think independently, and encourage active participation in the communication process. In such an approach, errors are perceived as a natural process and are considered an important stage in learning.

5. The need to achieve a balance between Accuracy and Fluency

Modern Language Teaching Methodology interprets accuracy and fluency not as opposing concepts, but as interconnected and complementary components. Maintaining a balance between these two elements in teaching English increases educational effectiveness.

In a balanced approach, priority is set depending on the purpose of the lesson. For example, while accuracy is important in the study of grammatical topics, fluency comes to the fore in discussion and role-playing games. This serves to comprehensively develop the student's language competence.

6. Teacher role and methodical approaches

The role of an English teacher in higher education is important in managing the balance between accuracy and fluency. The teacher should be able to correctly determine when and how to correct the student's speech. In fluency-oriented activities, it is considered more effective to delay error correction or general analysis.

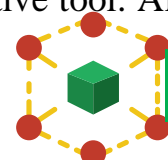
Also, activities organized on the basis of communicative assignments, couple and group work, problem situations serve to develop fluency, while accuracy is developed in the stages of reflection and strengthening.

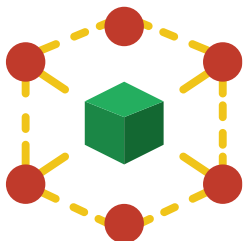
7. Experience in applying balance in practical training

In Higher Education practice, an integrative approach can be used to achieve accuracy and fluency equilibrium. For example, in the first part of the lesson, students enter the topic through a free conversation (fluency), and in the next step, a grammatical analysis is carried out on the basis of errors encountered in this speech (accuracy).

Such an approach teaches students not only to memorize the rules, but also to apply them in the process of real speech. As a result, students begin to perceive language as a functional tool.

Conclusion. Ensuring the balance of accuracy and fluency in teaching English in higher education institutions is one of the most important issues in the pedagogical process. As mentioned in the article, in traditional approaches, students often focus on composing grammatically correct speech, which undermines their confidence in engaging in dialogue and prevents the development of fluency. At the same time, the emphasis on fluency alone can, on the other hand, make grammatical errors and weaken the clarity of speech. As practice shows, an integrative approach will be more effective in the formation of speech competence of students in higher education. While fluency is developed through free communication and tasks in the course process, accuracy is increased at the next stage by analyzing errors and strengthening grammar. This approach ensures that students perceive language not only as a set of rules, but also as a functional and communicative tool. Also





important is the role of the teacher: he or she needs to know when and how to correct mistakes in the speech, to motivate students to think independently, while maintaining the opportunity to engage in communication. The use of methodological tools such as communicative assignments, group and couple work, problem situations serve to develop fluency and accuracy at the same time. As a result, Modern Language Teaching Methodology interprets accuracy and fluency as complementary components rather than opposite. Maintaining a balance between these two elements makes it possible to comprehensively develop the language competence of students, prepare them for communicative tasks in real life and make the language learning process effective.

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